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ABSTRACT

The job position of infantryman of special forces as performed in Russian is described in terms of terminal skill objectives (TSOs) and enabling objectives (EOs). This analysis is part of the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. Five job/duty positions and three languages were selected for field testing and system validation. This volume presents the results of the task analysis of Russian language requirements for infantryman. The job tasks of this position use two communicative activities: "demonstrates" and "teaches." These two communicative activities form the basic organizational scheme for the EOs. When the TSOs are mapped on the EOs, either "demonstrates" or "teaches" provide organized and developed communicative strategies leading to mastery of the specific TSOs. The language functions critical to communicative task performance are referenced in the TSOs and the EOs. (SW)

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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

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11B INFANTRYMAN SPECIAL FORCES (RUSSIAN)

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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

VOLUME XI: 11B INFANTRYMAN SPECIAL FORCES (RUSSIAN)

Contract Monitor

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25 May 1979

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11B INFANTRYMAN, SPECIAL FORCES

The Special Forces 11B Infantryman has a wide range of duties requiring a number of specialized skills. A foreign language skill is required in the performance of a number of his duties and tasks.

Language Requirements

The Special Forces 11B Infantryman uses language in face-to-face conversation for basic survival, social intercouse with members of the G Force, instructing, advising, and occasionally commanding. The highest priority language need falls into the categories of instructing and advising. Aside from immediate survival language, the capability to communicate as an instructor is paramount.

Because of the nature of unconventional warfare, the 11B Infantryman, as an instructor, tailors the content, organization, and training techniques to meet the unique characteristics of his group. The training covers the basic tasks performed by the combat soldier, particularly as applied to reconnaisaance and combat patrols. The emphasis is a "hands-on" approach to training. Platform instruction is the exception; not the rule.

Communicative Tasks

The priority job tasks are concerned with training the G Force in the use of basic infantry weapons, small-group tactics, reconnaissance patrols, combat patrols, and ambushes. These job tasks use two communicative activities: "DEMONSTRATES" and "TEACHES".

"DEMONSTRATES" is specific "hands-on" training, usually with physical equipment or weapons. In terms of grammar and syntax, the language requirement for

"DEMONSTRATES" is less complex than "TEACHES". "TEACHES" demands a higher capability in verbal communication to accomplish the training task. More abstract or symbolic knowledge underlies the skill in which the G Force member is trained.

These two communicative activities, "DEMONSTRATES" and "TEACHES" form the basic organizational scheme for the Enabling Objectives (EOs). When the Terminal Skill Objectives (TSOs) are mapped on the EOs, either "DEMONSTRATES" or "TEACHES" provide organized and developed communicative strategies leading to mastery of the specific TSOs.

Language Functions

The language functions critical to communicative task performance are referenced in the TSOs and the EOs. Example elements in Russian are listed in the Russian Functions Catalog.

TERMINAL SKILL OBJECTIVE

No. 11B.SF / C.7.01 / RU

DOCUMENTATION: Interview/Survey Data: DLI Work Unit 35114
Task Analysis, 10th SFG, Ft. Devens
TEC 939-071-0009-F/0010-F/0011-F/0012-F
IMA SC 746D Military Handguns and Rifles

COMMUNICATIVE TASK

COMPONENTS	
Role	Instructor
Com Act	Demonstrates
Audience	Group/Individual
Topics	M16 rifle
Purpose	Training marksmen

STATEMENT

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on a group or individual basis how to: (1) inspect, clean, and maintain the rifle, (2) load, clear stoppages, and unload the rifle, and (3) zero the rifle, aim, fire, and hit the aiming point for the purpose of training personnel in the use of M16 and other rifles.

CONDITIONS

PREPARATION TIME: 2 hours

Materials/Equipment: dictionary, technical terms, 1 M16 rifle or equivalent, zeroing chart

PERFORMANCE TIME: 30 min.

Materials/Equipment: 1-5 persons as trainees, demonstration rifle

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will present a brief lesson on inspecting and cleaning (10 min.); then a lesson on loading and unloading (10 min.); and then a demonstration of dry firing (5 min.). He will answer questions for another 5 minutes.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	x military
x 2.0 Intell Att	x technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

TSO No. 11B.SF / C.7.01 / RU

■ TSO

□ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

XI-4

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Introduction Good day. My name is _____. I am your instructor for the		5.1 greet 5.5.1 introduce oneself	The student will gain attention, motivate, and state the objectives of the lesson.
M16 rifle. This rifle is your	винтовка		
basic weapon. The first thing		1.1 identify 1.2 state factual information	The student must be able to explain technical terms and labels by providing simple definitions, giving examples and non-examples, and making comparisons.
you must do is keep it in working order.	содержать в исправности		
(The SF instructor in a UWOA must teach the Guerilla to disassemble, inspect, clean, fire, and reassemble the rifle.)			
Inspection	осмотр		
I want you to take your rifle.		1.1 identify 1.2 state factual information	The students will follow the steps in EO C.7.1 through EO C.7.6 to accomplish: .Inspection .Dissassembly .Cleaning .Reassembly .Loading and unloading .Zeroing .Engaging targets
Look it over carefully. Look		4.5 warnings 4.6 instructions/ directions/ commands	
very carefully for burrs or	раковины		
dirt in the rifle barrel.	в канале ствола		
This is your magazine. It holds	магазин		
the ammunition--the bullets.	боеприпасы пули		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Check the magazine for dents or or other damage. You each have 5 rounds of 5.56 calibre ammunition. Check the ammunition for dents or rust.	вдавленные места повреждение ПЯТЬ выстрелов калибр ржавчина		Soviet Assault Rifle AD 7.62mm (KALASHNIKOV) is equivalent to M16
Disassembly of the rifle Now let's take the rifle apart. (The instructor demonstrates disassembly, talking the Guerilla through the task.)	разбирать винтовку	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands 4.5 warnings	Disassembly of Soviet 7.62mm AK 1. Start by pushing in the recoil spring guide (направляющий стержень возвратной пружины). At the same time, lift up the receiver cover (укрытие для ствольной коробки) and remove it.
The first thing you do is put the selector on safe. Press the button and take off the magazine.	переводчик на предохранительном взводе		2. Push in the recoil spring guide as far as it will go, lift it up and out of the receiver together with the recoil spring (возвратная пружина).
This is the bolt. Open the bolt and look down the chamber. Make sure the rifle is empty.	затвор патронник незараженный		

XI-5

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Take off the hand guards like this. . . . Push down here. . . . And push down here.	ствольная накладка		
Here is the take-down pin. Push the take-down pin as far as you can.	чека ствольной коробки		3. Slide the bolt carrier (рама затвора), bolt (затвор), & piston (поршень) back until they can be lifted out.
This is called the charging handle and bolt carrier. Pull back the charging handle like this. Take out the bolt and bolt carrier. Now take off the charging handle . . .	рукоятка рама затвора	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands 4.5 warnings	4. Turn the bolthead (боевая личинка) until the lugs on the bolt studs (выступ затвора) on the bolt align with the cam grooves (вырез штока) in the carrier. Slide bolt back until is disengages. Slide it forward & out.
This is the retaining pin. It holds the firing pin. Remove the retaining pin. Okay. Now put the bolt assembly in the lock position.	шплинт ударник затвор в сборе положение пулеметного затвора		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Like this. . . . Now the firing pin will fall out--like this. Right here is your cam pin. Give it a 1/4(quarter) turn and remove it. Next remove the bolt assembly from the carrier. Now take your firing pin and remove the extractor pin. Now remove the extractor and spring. Okay. Take off the sling.	чека кулачка ЧЕТВЕРТЬ поворота шпилька экстрактор пружина (выбрасыватель) ружейный ремень	1.2 state factual information 4.6 directions/ instructions/ commands	5. Pivot (поварачивать) the handguard lock. 6. Disengage the handguard (стовольная накладка) from the receiver (ствольная коробка) and lift it up and off.
Push in the receiver pivot pin. Separate the upper and lower receiver like this.	стовольная коробка верхняя нижняя стовольная коробка		*Technical vocabulary is rather comprehensive. The student may substitute more inclusive words, e.g., bullet can also serve for round, shot, and cartridge.
Press in the buffer. Push down the retainer like this. And now remove the buffer and the spring.	буфер замок (фиксатор) пружина		
Now let's take apart the magazine.	магазин		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Release the base catch with a rod. Remove the base. Fine. Jiggle the spring and the follower. Now they will come out. Don't remove the follower from the spring.	защелка магазина передаватель		
Cleaning the Rifle (The instructor will demonstrate the cleaning of the rifle.)	чистить винтовку		The student will model the steps in cleaning the rifle follwing procedures in EO C.7 - 2/3.
To clean your rifle, you will need your rifle oil, clean rags, rifle bore cleaner, cleaning patch, and cleaning rod. Clean dirt from around this, lightly oil these areas. Be very careful not to put too much oil on the firing pin or around the firing pin area. . . . Do this lightly.	чистить ружейное масло состав для чистки канала ствола ветошь для чистки банник шомпол		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Reassembly of the Rifle	переборка		The student will model reassembly according to EO C.7 - 2/3.
Reassembly of the rifle will use the same technical and military vocabulary as disassembly. Additional verbs are required for reassembly--push in, put in, slide in, put on. Reassemble rifle in reverse order.		4.6 instructions/ directions/ commands	
Loading and Unloading the Magazine	зарядить		
Load your magazine like this. Point the cartridge toward the raised part of the follower. Never put more ammunition in the magazine than it is made to hold. These are twenty-round clips. . . . These are thirty-round clips. When you load the clip, hold it like this. The tip of the cartridge down. Use	зарядить ДВАДЦАТЬ выстрелов ТРИДЦАТЬ выстрелов магазин	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands	The student will model the actions of loading and unloading the magazine according to EO C.7 - 2/3.

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
the tip of another cartridge . . . push the lower cartridge like this. Now the first cartridge can fall out. Now on the last cartridge, press the follower like this.The last cartridge will fall.	нижний патрон		
Load, Unload, and Clear the Rifle	заряжать		See EO C.7 - 2 and EO C.7 - 3.
Point the muzzle in a safe direction. Put the magazine into the housing until it stops.	дуло кожух	4.6 directions/ instructions/ commands	Safety is a big factor in loading and unloading and clearing the M16.
Tap sharply on the bottom of the magazine like this.	дно	4.5 warnings	
Pull back the bolt and release. This puts a cartridge in the chamber. Put the selector on SEMI. SEMI means semiautomatic fire. Pull the trigger.	затвор переводчик одиночный огонь из автоматического оружия спусковой крючок		Soviet AK 7.62mm Upper position = SAFE Half down = AUTOMATIC Fully down = SEMI

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
If it does not fire, tap on the bottom of the magazine like this. Pull back the charging handle all the way. . . so that the live round will come out.	рукоятка	4.6 directions/ instructions/ commands 4.5 warnings	
If a cartridge comes or the chamber is empty, release the charging handle again, like this.	патронник	4.6 directions/ instructions/ commands 4.5 warnings	
Make sure the bolt is closed. Try to fire the rifle again, like this. If it fails again, call me.	затвор закрыт стрелять		
Now unload the rifle. Put the selector on safe. Remove the magazine. Open the bolt and look in the chamber. Make sure no cartridge is there. Close the bolt. Point the rifle away. Squeeze the trigger.	разряжать винтовку открыть затвор нажимать на спусковой крючок	4.6 directions/ instructions/ commands 4.5 warnings	The student will supervise learner performance and evaluate the student in accordance with EO C.7 - 9 and EO C.7 - 5.

TSO No. 11B.SF / C.7.01/ RU

■ TSO

□ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Zeroing the Rifle			
The instructor will teach the Guerilla how to battlesight zero his rifle. This narrative is based on the characteristics of the M16. It requires the instructor to use a standard 25-meter target or equivalent. Other rifles may require different techniques, but the principles are the same.			The student (as a job holder) will spend most of his time assisting the learner in developing the psychomotor skill of marksmanship. Therefore, EO C.7.4 Supervising Student Performance and EO C.7.5 Evaluating Performance are the "key" enabling objectives in the successful performance of this TSO.
The instructor explains the target dimensions, windage rule, and aiming point.			
We are going to zero the rifle.	приводить к нормальному бою		
The lines on the target form			
squares. These squares are 1.4	квадрат		
centimeter squares. At 25 meters	сантиметр		
. . . this is where the target			
is located . . . one click of	горизонтальная или вертикальная регулировка прицела "щелчками"		
elevation or windage will move			
the strike of the bullet .7			
centimeters. This means that two			
clicks will move the strike of	щелчок		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
the bullet one square. . . .			
The 250 meter battlesight zero is the same as the 25 meter battlesight. What you hit at 25 meters is the same as what you hit at 250 meters. . . .	постоянный прицел		
Aim at the aiming point and fire three shots. Then we can adjust the sights as necessary.	нацеливать точка прицеливания прицел		
Engaging Targets The instructor shows the Guerilla that the aperture marked L on the M16 is for ranges over 300 meters. The unmarked aperture is for ranges of 0-300 meters. If other rifles are used, the instructor will make the required explanations.		1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands 4.5 warnings	The student again will require most language practice in EO C.7.4 and EO C.7.5.
This is a diagram of a perfect sight picture. This is what you should see when you are aiming.	диаграмма, схема		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
The target is here. See, the top-sight post is right here in the center of the rear-sight aperture. Now the target. This is your aiming point. See, the target looks like it is going to touch the top of the front sight. Draw an imaginary line down the center of the target. This line cuts the target exactly in half. If this line cuts the target in half, you have a good placement of your aiming point.	цель стойка мушки диск с диоптром мушка	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands	Other Soviet 7.62 mm Rifles Bolt Action Types (скользящий затвор) *Sniper Rifle M1891/30 *Carbine M1938 *Carbine M1944 *SKS Carbine has a non-detachable magazine & a folding bayonet attached by a rivet.

LPM Functional Indices for "DEMONSTRATES"

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes	2.3.1 remembering	3.1.1 pleasure/liking	4.1 suggests		6.1.2 acknowledge interruptions
1.2 state factual information	2.3.2 forgetting	3.1.2 displeasure/ disliking	4.2 requests		6.2 sequence communications
1.3 seek factual information	2.4.1 possibility	3.2.1 satisfaction	4.4 advice		6.3 refocus and/or adjust communication
	2.4.2 impossibility	3.2.2 dissatisfaction	4.5 warnings		6.9 request questions and/or comments
	2.5.1 capability	3.3.1 fear	4.6 directions/ instructions/ commands		
	2.5.2 incapability	3.3.2 worry	4.7 corrections		
	2.6 need	3.7 intention			
	2.8 obligation	3.9.1 approval			
	2.12.1 difficulty	3.10.1 importance			
	2.12.2 ease	3.10.2 unimportance/ indifference			
	2.13 belief/opinion				

Crit	English	Target Language: RUSSIAN
☒	aim	нацеливать
☐	aiming point	точка прицеливания
☒	ammunition	боеприпасы
☒	battlesight	постоянный прицел
☒	bolt	затвор
☐	bolt assembly	затвор в сборе
☐	bolt carrier	рама затвора
☐	bolt is closed	затвор закрыт
☒	bottom	дно
☒	buffer	буфер
☒	bullets	пули
☐	burrs	раковины
☒	calibre	калибр
☐	cam pin	чека кулачка
☐	catch	защелка магазина
☒	centimeter	сантиметр
☒	chamber	патронник
☒	charging handle	рукоятка
☒	clean	чистить

Crit	English	Target Language: RUSSIAN
☒	cleaning patch	ветошь для чистки
☒	cleaning rod	банник шомпол
☒	click	щелок
☒	click of windage	горизонтальная или вертикальная ровка прицела "щелчками"
☒	damage	повреждение
☐	dent	вдавленное место
☒	diagram	диаграмма, схема
☒	disassemble	разбирать
☒	empty (rifle)	незараженный
☒	extractor	выбрасыватель
☐	extractor	экстрактор
☒	extractor pin	шпилька
☒	fire (shoot)	стрелять
☒	firing pin	ударник
☒	follower	передаватель
☒	front sight	мушка
☒	hand guard	ствольная коробка

LPM Vocabulary Indices for TSO No. 11B.SF / C.7.01 / RU

Crit	English	Target Language: RUSSIAN
☒	housing	кожух
☒	in working order	содержать в исправность
☒	in the rifle barrel	в канале ствола
☒	inspection	осмотр
☒	load	заряжать
☒	lock position	положение
☒	lower	нижний
☒	magazine	магазин
☐	muzzle	дуло
☒	on safe	на предохранительном выводе
☒	open	открывать
☒	rear sight aperture	диск с диоптром
☒	reassembly	переборка
☒	receiver	ствольная коробка
☒	retainer	замок
☐	retainer	фиксатор
☒	retaining pin	шплинт
☒	rifle	винтовка
☒	rifle bore cleaner	состав для чистки канала ствола
☒	rifle oil	ружейное масло
☒	round	выстрел
☒	rust	ржавчина
☒	selector	переводчик
☒	semiautomatic	одиночный огонь из автоматического оружия
☒	sight	прицел
☒	sling	ружейный ремень
☒	spring	пружина
☒	square	квадрат
☒	squeeze the trigger	нажимать на спусковой крючок
☐	take-down pin	чека ствольной коробки
☒	target	цель
☒	top-sight post	стойка мушки
☒	trigger	спусковой крючок
☒	unload	разряжать
☒	upper	верхний
☒	zero the rifle	приводить к нормальному бою
☐		
☐		

XI-17

TSO Map

TSO 11B.SF / C.7.01 / RU

M.01

XI-18

RECOMMENDED TRAINING SEQUENCE

NA (1) 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- [X] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [X] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See TSO 11B.SF/C.7.01/RU: T.04

Technical Documents: IMA SC 746D Military Hanguns and Rifles

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

INTRODUCING THE DEMONSTRATION
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7/6.2
Explain evaluation
2.5.1/2.5.2/2.8/3.10.1

PROVIDING EXPLANATION
Issue warnings and cautions
4.5/2.4.1
Identify parts and label them
1.1/1.2
Identify steps in a procedure
1.1/1.2/4.6/6.2

DEMONSTRATING
Make comments on modeled actions
2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6
Make comments on procedures
2.3.1/2.3.2/ 2.4.1/2.4.2/2.6
3.10.1/4.5/4.6

SUPERVISING STUDENT PERFORMANCE
Answer questions
1.1/1.2/4.6/4.4/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction
3.2.1/4.1/4.4/4.7

EVALUATING PERFORMANCE
Ask questions
1.3/2.5.1/2.11
Express approval/disapproval
3.9.1/3.9.2
Provide assessment
1.1/1.2/3.2.1/3.2.2/4.7

PROVIDING GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

TERMINAL SKILL OBJECTIVE

No. 11B.SF / C.7.02 / RU

DOCUMENTATION: Interview/Survey Data: DLI Work Unit 35114
Task Analysis, 10th SFG, Ft. Devens
IMA SC 746D Military Handguns and Rifles
Soldier's Manual 11B1C; FM 23-67 Machinegun 7.62mm M60

COMMUNICATIVE TASK

COMPONENTS	
Role	Instructor
Com Act	Demonstrates
Audience	Group/Individual
Topics	Machineguns
Purpose	Training machinegunners

STATEMENT

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on a group or individual basis how to: (1) inspect, clean, and maintain the machinegun, (2) load, clear stoppages, and unload the machinegun, and (3) aim, fire, and hit the target for the purpose of training personnel in the use of the M60 and other machineguns.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
3 hours	30 min.
Materials/Equipment: dictionary, technical terms, mock M60 or equivalent, & dummy ammo	Materials/Equipment: 1-5 persons acting as trainees, mock machinegun, and dummy ammo

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

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MacroSTANDARDS

DESCRIPTION The student will give a brief 10-minute lesson on inspecting and cleaning the machinegun; a brief lesson on loading, unloading, and firing. The student will answer individual questions for 10 minutes for communicative competence based on T.03 and T.04.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	x military
x 2.0 Intell Att	x technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

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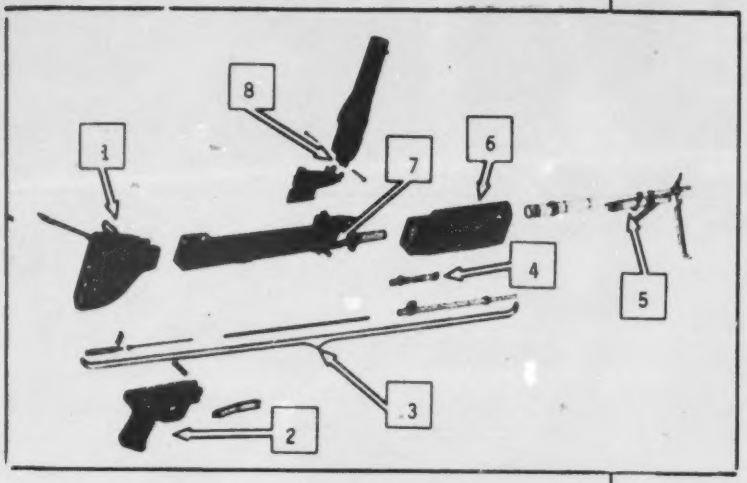
TSO No. 11B.SF / C.7.02/ RU

■ TSO

□ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
The student will discuss the major components of the M60 Machingun.		1.1 identify	The illustration comes from the Lesson Administration Instructions of TEC Lesson #941-071-0078-F



1. Stock
2. Trigger mechanism
3. Buffer and operating rod
4. Bolt
5. Barrel
6. Forearm
7. Receiver
8. Cover, tray, and hanger.

1. ложа
2. пусковой механизм
3. буфер и шток газового поршня
4. болт
5. ствол
6. целье
7. ствольная коробка
8. крышка, лоток, и серьга

The student must be able to explain technical terms or labels by providing simple definitions, giving examples and non-examples, and making comparisons.

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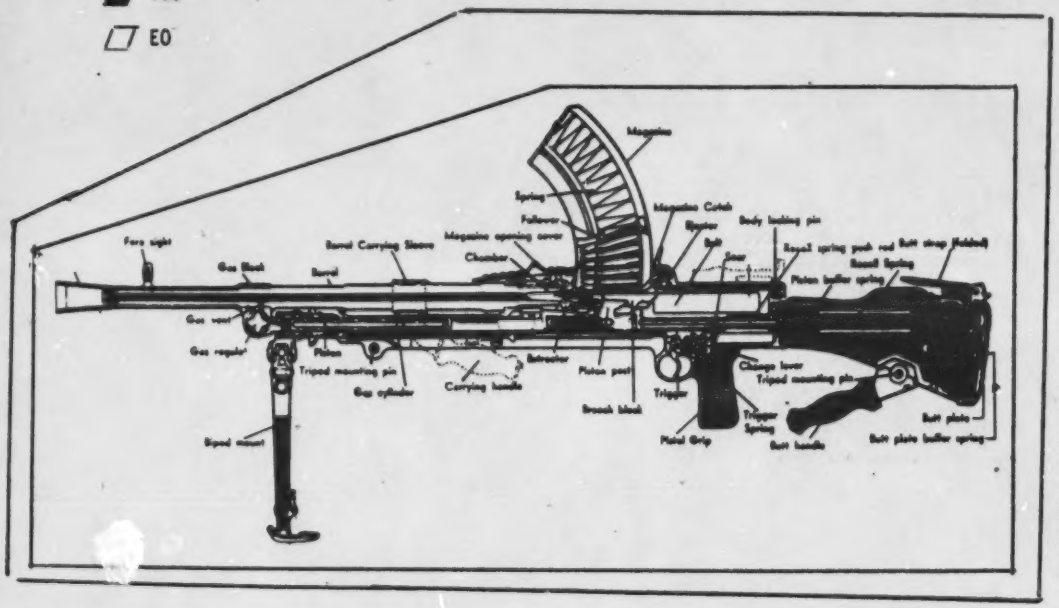

Illustration of a typical machinegun. From Miltary Handguns and Rifles, page 5-80, IMA SC 746D October 1974

1. Barrel-ствол
2. Barrel carrying sleeve - муфта рукоятки для переноски
3. Bipod mount- сошки
4. Body locking pin- чека ствольной коробки
5. Bolt - болт
6. Breech block- затвор
7. Butt handle - рукоятка приклада
8. Butt plate - затыльник
9. Butt plate buffer spring - амортизирующая пружина затыльника
10. Butt strap (folded)- откидная накладка плечевого упора
11. Carrying handle- рукоятка для переноски
12. Chamber- патронник
13. Charge lever- переводчик с автоматического огня на одиночный
14. Ejector- отражатель
15. Extractor-выбрасыватель
16. Follower- подаватель
17. Foresight- мушка
18. Gas block- газовая камора
19. Gas cylinder- газовый цилиндр
20. Gas regulator- газовый регулятор
21. Gas vent- газовое отверстие
22. Magazine- магазин
23. Magazine catch - защелка приемника
24. Magazine opening cover-крышка окна
25. Pistol grip - рукоятка пулемета
26. Piston - газовый поршень
27. Piston buffer spring- пружина амортизатора
28. Piston post- стойка штока поршня
29. Recoil spring- возвратно-боевая пружина
30. Recoil spring push rod- направляющий стержень
31. Sear- шептало
32. Spring- пружина
33. Trigger- спусковой крючок
34. Trigger spring - пружина спускового крючка
35. Tripod mounting pin- передний шворень крепления на треноги

Although these terms are not exhaustive, they represent the most useable group of labels for light weapons.

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
The M60 Machinegun The student will instruct others in the disassembly and cleaning of the M60 machinegun or some other machinegun.	пулемёт	5.1 greet 5.5.1 introduce 3.7 express intention 6.2 sequence communication 6.3 refocus/adjust communication	The student will gain attention, motivate, and state the learning objectives in simple language.
Disassembly	разбор пулемёта		
Remove the stock group.	ложа в сборе		The student will describe dissembly procedures, identify parts and label them, issue warnings and cautions about equipment, health, and safety.
Do not take it apart any further.			
Remove the buffer and operating rod.	буфер и шток газового поршня	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands	
Remove the trigger group.	пусковой механизм в сборе		
Remove the receiver group.	ствольная коробка в сборе		
Cleaning	чистка пулемёта		
The machinegun must be clean at all times.			
When not in use, the machinegun must be inspected weekly.	осматривать каждую неделю пулемёт	1.1 identify 1.2 state factual information	The student will repeat the above procedure for cleaning.
It should be cleaned every 90 days.	девяносто дней		
The bore should be cleaned with compound solvent.	канал ствола растворитель		
Do not wipe dry.	вытирать		тряпка для чистки оружия = cleaning rag

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
On the third day after firing, clean the bore with rifle bore cleaner and wipe dry. Except for rubber parts, all other parts should be cleaned with cleaning solvent. SPECIAL REMINDERS When firing at: 100 rounds per minute, change the barrel every 10 minutes. 200 rounds per minute, change the barrel every 2 minutes. 550 rounds per minute, change the barrel every minute. Loading the machinegun Place the safety on FIRE. Pull bolt to the rear. Return cocking handle to the forward position. Place safety on SAFE. Raise the cover and make sure the feedtray, receiver, and chamber are clear.	состав для чистки канала ствола резиновая часть сто выстрелов на орудие в минуту двести выстрелов на орудие в минуту пятьсот пятьдесят выстрелов на орудие в минуту зарядить переводчик на "огонь" болт, затвор рукоятка взвода переводчик на предохранительном взводе крышка лоток коробка патронник	4.5 warnings 4.6 directions/ instructions/ commands	The student will model the procedures for loading the machinegun (See EO C.7-2/3)

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Place the first round of the belt in the feed-tray groove. Close the cover, making sure the round stays in the feedtray groove.			
Unloading Pull the bolt to the rear. Place the safety on SAFE. Return the cocking handle to the forward position. Raise the cover and remove any ammunition from the feedtray.	разряжать пулемёт переводчик на предохранительном взводе рукоятка взвода крышка боеприпасы из лотка	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands 4.5 warnings	The student will model and explain the steps in unloading. (See C.7-2/3)
Stoppage (Immediate Action) Pull cocking handle to the rear. Observe for ejected round. If nothing is ejected, keep handle to the rear and place weapon on SAFE. Open cover and remove ammo. Inspect chamber. Close cover. Move safety to FIRE and attempt to fire.	выброшенный патрон осмотреть патронник стрелять	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands 4.5 warnings	The student will demonstrate the procedures of clearing stoppages.

TSO No. 11B.SF / C.7.02 / RU

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NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
The student will instruct others in engagement of targets with the machinegun. He will discuss and describe:			
Sight alignment	совмещение линии прицеливания с целью	1.1 identify 1.2 state factual information 4.5 warnings 4.6 directions/ instructions/ commands	The student will follow the steps in EO C.7-2/3 for each of the topics of engaging targets.
Sight picture	вид с точкой целивания		
Traversing	выполнение горизонтальной наводки		
Searching	прочёсывание в глубину		
Observation of Fire	наблюдение стрельбы		
Adjustment of Fire	корректирование огня		
			The student will follow EO C.7-4 and EO C.7-5 for Supervising Student Performance and Evaluating Student Performance.

LPM Functional Indices "DEMONSTRATES"

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes	2.3.1 remembering	3.1.1 pleasure/liking	4.1 suggestions	5.5.1 introduce (oneself)	6.1.1 interrupt
1.2 state factual information	2.3.2 forgetting	3.1.2 displeasure/ disliking	4.2 requests		6.2 sequence communication
	2.4.1 possibility		4.4 advice		6.3 refocus or adjust communication
	2.4.2 impossibility	3.2.1 satisfaction	4.5 warnings		
	2.5.1 capability	3.2.2 dissatisfaction	4.6 directions/ instructions/ commands		6.9 request questions and/or comments
	2.5.2 incapability	3.3.1 fear			
	2.6 need	3.3.2 worry	4.7 corrections		
	2.8 obligation	3.7 intention			
	2.11 awareness	3.9.1 approval			
	2.12.1 difficulty	3.9.2 disapproval			
	2.12.2 ease	3.10.1 importance			
	2.13 belief/opinion	3.10.2 unimportance			

LPM Vocabulary Indices for TSO No. 11B.SF / C.7.02 / RU

Crit	English	Target Language: RUSSIAN
☒	adjustment of fire	корректирование огня
☒	ammunition	боеприпасы
☒	barrel	ствол
☒	bolt	болт, затвор
☒	bore	канал ствола
☒	buffer and operating rod	буфер и шток газового поршня
☒	chamber	патронник
☒	clean	чистить
☒	cleaning rag	тряпка для чистки оружия
☒	cocking handle	рукоятка взвода
☒	compound solvent	растворитель
☒	cover	крышка
☒	disassemble	разбирать
☒	ejected round	выброшенный патрон
☐	every week	каждую неделю
☒	fire (shoot)	стрелять
☒	forearm	целье
☐	hanger	серьга

Crit	English	Target Language: RUSSIAN
☒	inspect	осматривать
☒	inspect the chamber	осмотреть патронник
☒	load	заражать зарадить
☒	machinegun	пулемет
☒	ninety	девяносто
☒	observation of fire	наблюдение стрельбы
☒	on "safe"	на предохранительном взводе
☒	per minute	в минуту
☒	receiver	ствольная коробка
☒	rifle bore cleaner	состав для чистки канала
☐	rubber part	резиновая часть
☒	safety (selector)	переводчик
☒	searching	прочёсывание в глубину
☒	sight alignment	совмещение линии прицеливания с целью
☒	sight picture	вид с точкой целивания
☒	stock	ложа
☐	stock group	ложа в сборе
☒	traverse	выполнять горизонтальную наводку

LPM Vocabulary Indices for TSO No. 11B.SF / C.7.02 / RU

Crit	English	Target Language: RUSSIAN
☒	tray	лоток
☒	trigger mechanism	пусковой механизм
☒	unload	разряжать
☒	wipe	вытирать
☐	*****This list does NOT include those vocabulary	
☐	items for machinegun parts on page T.02,	
☐	page 2 of 6******* They are also part	
☐	of the LPM Vocabulary Indices for this	
☐	Terminal Skill Objective**********	
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Crit	English	Target Language:
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TSO Map

TSO 11B.SF / C.7.02 / RU

M.01

RECOMMENDED TRAINING SEQUENCE

NA 1 (2) 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- ☐ linear
- ☒ hierarchical
- ☐ solitary

PRIMARY DECISION FACTOR

- ☐ job criticality
- ☒ dependent relationship
- ☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 /1-6

Functions Catalog: Russian

Rolebooks: Instructor (Russian

Special Vocabulary: See Vocabulary Indices (T.04)

Technical Documents: Machinegun 7.62-MM, M60, FM 23-67

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

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ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

INTRODUCING THE DEMONSTRATION
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7/6.2
Explain evaluation
2.5.1/2.5.2/2.8/3.10.1

PROVIDING EXPLANATION
Issue warnings and cautions
4.5/2.4.1
Identify parts and label them
1.1/1.2
Identify steps in a procedure
1.1/1.2/4.6/6.2

DEMONSTRATING
Make comments on modeled actions
2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6
Make comments on procedures
2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6

SUPERVISING STUDENT PERFORMANCE
Answer questions
1.1/1.2/4.6/4.4/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction
3.2.1/4.1/4.4/4.7

EVALUATING PERFORMANCE
Ask questions
1.3/2.5.1/2.11
Express approval/disapproval
3.9.1/3.9.2
Provide assessment
1.1/1.2/3.2.1/3.2.2/4.7

PROVIDING GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

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XI-29

TERMINAL SKILL OBJECTIVE

No. 11B.SF / C.8.01 / RU

DOCUMENTATION: Interview/Survey data: DLI Work Unit 35114
Task Analysis, 10th SFG, Ft. Devens
IMA SC 720E, Dec. 75, Raids and Ambushes
FM 21-75 Combat Train. of Indiv. Soldier & Patrolling

COMMUNICATIVE TASK

COMPONENTS	
Role	Instructor
Com Act	Teaches
Audience	Group/Individual
Topics	Raid
Purpose	Raid tactics

STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Russian language in a face-to-face situation on a group or individual basis how to: (1) organize a raid force, (2) prepare the raid plan, conduct intelligence gathering, and conduct final inspection, and (3) control the movement, action, and withdrawal of the raid force for the purpose of training personnel in the application of raid techniques and tactics.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
4 hours	30 min.
Materials/Equipment	Materials/Equipment
dictionary, technical terms, FM 21-75	chalkboard, chalk, 1-5 persons as trainees

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will present his "lesson" on raids. Evaluation will be based on communication of the message as described in Functions (T.03) and Vocabulary (T.04). The student will answer questions during the presentation.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	x military
x 2.0 Intell Att	__ technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

TSO No. 11B.SF / C.8.01 / RU

TSO

EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Raid	поиск		The student will greet the learners 5.1 greet 5.5.1 introduce oneself
The raid is the basic operational	основная боевая тактика	1.1 identify	
technique of Special Forces.		1.2 state factual information	
The purpose of the raid surprise	цель поиска внезапное нападение		The student will gain attention, motivate, and state the learning objectives of raid tactics.
attack. The word is flexibility.	гибкость	2.5.1 capability 2.5.2 incapability	3.7 express intention 6.2 sequence communication 6.3 refocus or adjust communication
The characteristics of a raid:	тактико-технические данные		
secret movement to the objective	скрытое передвижение к району цели		
area and rapid disengagement	быстродействующий отрыв от противника		2.6 need 2.8 obligation 4.1 suggest
from the enemy.			1.1 identify 1.2 state factual information
With deception, the raiding party	введение в заблуждение поисковая группа		*See EO C.8.1
will make a rapid withdrawal	быстрый выход из боя		
from action. We go on raids			

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
to destroy or damage supplies, equipment, or installations. These installations can be a command post, a communications facility, a depot, or a radar site. Perhaps, we will make a raid on an installation to capture personnel or equipment.	уничтожить повреждать предметы снабжения имущество сооружение командный пункт средства связи склад радиолокационная станция захватывать в плен живая сила или техника	6.1.1 interrupt	The student must be able to provide simple definitions for all technical terms, give examples and non examples, and make comparisons. Learner asks questions.
The Organization of a Raid Force The organization of a raid force has a command element, an assault element, and a security element.	организация отряда для поиска подразделение командования подразделение первого эшелона охраняющее подразделение	1.1 identify 1.2 state factual information	Refer to EO C.8-2.

TSO No. 11B.SF / C.8.01 / RU

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NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Regardless of the size of the raid force, these three elements must always be there.		2.8 obligation	*The Soviet may use a recon platoon to conduct the raid (разведывательный взвод) as an intelligence gathering strategy: to get enemy forces to reveal their positions or to overrun small installations to obtain timely battle information from prisoners or captured documents.* Cf. Тактика в боевых примерах, 1974
The Command Element	подразделение командования		
The command element is made up of the raid force commander, medical personnel, a radio operator, and, sometimes, fire support elements. When there is a fire support element, there must also be a forward observer.	начальник поисковой группы медицинский персонал радист подразделение огневой поддержки передовой наблюдатель	1.1 identify 1.2 state factual information	*The organization of a Soviet raid force also consists of a command group, one or more security groups (обеспечивающая группа) and an assault group (атакующая группа). Subgroups of the security element*
The Assault Element	подразделение первого эшелона	2.8 obligation	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
The assault element has a main action group, the assault team, and special task details. The main action group must overcome resistance and secure the objective. The special task detail comes in and detonates the demolition charges. If the objective is enemy personnel, the main action group may be covered by supporting or neutralizing fire by a support team. Special task	группа главного удара атакующая команда части особого назначения преодолевать оборону захватывать рубеж взрывать противник огневая поддержка огонь на подавление	1.1 identify 1.2 state factual information	*often serve as special task details, support elements, etc. They may be tasked to draw enemy fire, distract, or protect withdrawal routes. A special group for removing obstacles or clearing mine fields (*группа разграждения*) apparently is tactically viewed as a separate entity. This group may approach the objective area prior to security or assault elements.* (Тактика в боевых примерах, 1974)

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
details may conduct a diversionary	отвлекающий удар	2.4.1 possibility	
attack, holding actions, or de-	сдерживающие действия		
	отход с боем		
laying actions.		6.1.1 interrupt	Learner asks a question.
The Security Element	охраняющее подразделение		
The security element supports the		1.1 identify 1.2 state factual information	Refer to EO C.8-2
raid by securing the rallying	сборный пункт		
points, it gives early warning of	предупреждение		
the enemy's approach, blocks enemy	задерживать противника		
	побег к району цели		
movement into the objective area,			
prevents enemy escape, acts as a	отход противника		
covering force for withdrawal,	войска прикрытия		
acts as a rear guard, and may	арьергард	2.4.1 possibility	
ambush the enemy as it goes after	устроить засаду		

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
the main action group at the post-assault rallying point.	сборный пункт после атаки	6.1.1 interrupt	*Much of this lesson will be taught as a semi-lecture. The lecture method is also used in the Soviet Army. It is classified by them as one of the methods called oral exposition (устное изложение).*
Preparation	подготовка		
You must learn the basic steps in preparing for a raid. Initial planning decides what target to select. The target is selected according to whether it is critical accessible, vulnerable, and the raid force can recover after the raid. Other things that must be	предварительное планирование существенно важный доступный уязвимый сбор и эвакуация	2.8 obligation 1.1 identify 1.2 state factual information	*The Soviet Red Army requirements for oral exposition are that it be "most intimately connected with life and practice." Lessons should be:* *a. well structured* **b. emotional (reach the feelings of trainees)* *c. clear and correct in speech* *d. interaction with the listeners* *e. activation of attention and intellectual processes of trainees*

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
thought about are: can the enemy counterattack, can the enemy take countermeasures against the civil-population, is the Guerilla force strong enough, does the civilian or rural population support Guerilla activities? Troop morale, reprisals, propaganda, and psychological operations are important considerations.	контратака противодействие гражданское сельское население морально-боевой дух репрессалия пропаганда психологическая операция	2.4.1 possibility 2.1.2 impossibility 2.5.1 capability 2.5.2 incapability	*f. the instructor must teach the student to listen* *These requirements closely resemble our own. It does point out, however, the Soviet view of the importance of "emotional quality" in an oral presentation. Our lectures tend to be more objective in style. Consequently, our style may not have the desired training impact on Russian partisans. Some adjustments in our personal style may be required.* *Cf.* Военная педагогика, 1966.
The raid plan must be simple and not rely on too many contingencies.	непредвиденая обстановка	2.8 obligation	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Intelligence	разведка		
The raid force commander must have maximum intelligence of the target area. Maximum intelligence includes much reconnaissance: ground reconnaissance, route reconnaissance, tactical reconnaissance.	максимальная разведка	2.6 need 2.8 obligation	Refer to EO C.8-2
	разведка	1.2 state factual information	
	разведка местности		
	разведка маршрута		
	войсковая разведка		
Local partisans are sources of intelligence. There is a need to reconnoiter. There is a need for auxilary sources. Above all, secrecy.	производить разведку		
	вспомогательный		
	секретность , скрытность		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Rehearsals Realistic rehearsals by everyone in the raid force is absolutely necessary. Everyone must practice exactly what he is supposed to do. Practice on terrain similar to the objective area. Use sand tables, sketches, photographs, and target mock-ups to assist in briefings. Practice emergency or contingency plans.	тренировочные учения репитиция местность ящик с песком кроки снимок макет чрезвычайный план план действий при различных вариантах	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands	*Soviet military training also relies on practice exercises and realistic training, especially for tactics. Rehearsals are compatible with Soviet military thinking. Cf.* Тактическое учение, 1975: Военная психология, 1967. Refer to EO C.8-2
Final Inspection The raid force commander always	завершающий осмотр		

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
conducts a final inspection before going to the initial rallying point.		1.2 state factual information 4.6 directions/ instructions/ commands	
Test fire weapons, if possible.	испытание проверка стрельбой		
Check personnel and equipment.			
Make sure all papers are left behind, so that they cannot become captured documents.	трофейный документ		
Movement	передвижение		
The movement of the raid force must be secret. The approach to the target site must go undetected.	подход	3.10.1 importance	
Sunset is a good time. Attack during darkness. The approach route	заход солнца путь подхода		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
and avenue of retreat are protected.	путь отхода	1.1 identify 1.2 state factual information	
If the raid force is large, there			
is much coordination of movement,	взаимодействие		
such as, advance routes, return	маршрут движения обратный маршрут		
routes, supply routes, alternate	путь подвоза резервный маршрут		
routes, combat service support,	тыловое обеспечение войск в бою		
and rendezvous.	сбор		
Action in the Objective Area	в районе цели		
Special task details breach obsta-	преодолевать препятствия	1.1 identify 1.2 state factual information	
cles or breach enemy defenses.	преодолевать оборону противника		
They take out sentries. The main	снять часовых		
action group follows quickly. The			

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
special task details withdraw.	отходить из боя		
They are covered by support fire.			
The assault element assembles at	подразделение первого эшелона		
one or more rallying points.	сборный пункт		
The security elements remain in	охраняющее подразделение		
position to cover the withdrawal.			
Withdrawal	отход из боя		
Withdrawal must have maximum decep-	максимальное введение в заблуждение	2.8 obligation	
tion and minimum danger. The	минимальная опасность		
various elements of the raid force			
withdraw over predetermined routes			
to the base area. They go through			
a series of rallying points. If			

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
the enemy is pursuing, the security element provides fire support and ambushes the enemy. If the enemy is too close, groups may disperse into smaller, separate groups to evade close pursuit. Small groups can create diversions. Each group will withdraw in different directions.	огневая поддержка устроить засаду рассредоточивать отдельная группа разные направления	1.1 identify 1.2 state factual information 4.4 advise	*Irrespective of where the UW mission would be conducted in the USSR, practically all members of the Guerilla force would have had military or paramilitary training. Cf. Area Handbook for the Soviet Union, 1971.*

LPM Functional Indices for "Teaches"

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes	2.3.1 remembering	3.1.1 pleasure/liking	4.1 suggests		6.1.2 acknowledge interruptions
1.2 state factual information	2.3.2 forgetting	3.1.2 forgetting	4.2 requests		6.2 sequence communication
	2.4.1 possibility	3.2.1 satisfaction	4.5 warnings		6.3 refocus and/or adjust communication
	2.4.2 impossibility	3.2.2 dissatisfaction	4.7 corrections		6.9 request questions and/or comments
	2.5.1 capability	3.3.1 fear			
	2.5.2 incapability	3.3.2 worry			
	2.6 need	3.7 intention			
	2.8 obligation	3.9.1 approval			
	2.12.2 ease	3.9.2 disapproval			
	2.13 belief/opinion	3.10.1 importance			
		3.10.2 unimportance/ indifference			

LPM Vocabulary Indices for TSO No. 11B.SF / C.8.01 / RU

Crit	English	Target Language: RUSSIAN
[ ]	accessible	доступный
[x]	advance route	маршрут движения
[x]	alternate route	резервный маршрут
[x]	ambush	засада
[x]	ambush	усроить засада
[x]	approach	подход
[x]	approach route	путь подхода
[x]	assault element	подразделение превого эшелона
[x]	assault team	атакующая команда
[ ]	auxiliary	вспомогательный
[x]	avenue of retreat	путь отхода
[ ]	basic operational technique	основная боевая тактика
[x]	block enemy movement into the objective area	задерживать противника побег к району цели
[x]	breach enemy defenses	предалевать оборону противника
[ ]	breach obstacles	преодолевать препятствия

Crit	English	Target Language: RUSSIAN
[x]	capture	захватывать в плен
[ ]	captured document	трофейный документ
[x]	characteristics	тактико-технические данные
[x]	civilian	гражданское
[x]	combat service support	тыловое обеспечение войск в бою
[x]	command element	подразделение командования
[x]	command post	камандный пункт
[x]	communications facility	средства связи
[ ]	contingency	непревиденная обстановка
[x]	contingency plan	план действий при различных вариантах
[x]	coordination	взаимодействие
[x]	counterattack	контратака
[x]	countermeasures	противодействие
[x]	critical	существенно важный
[ ]	damage supplies	повредить предметы снабжения
[x]	danger	опасность

Crit	English	Target Language: RUSSIAN
/x/	deception	введение в заблуждение
/x/	delaying action	отход с боем
/ /	depot	склад
/x/	destroy	уничтожать
/x/	detonate	взрывать
/x/	different directions	разные направления
/ /	disperse	рассредоточивать
/x/	diversionary attack	отвлекающий удар
/x/	emergency plan	срезвычайный план
/x/	enemy	противник
/ /	enemy escape	отход противника
/x/	equipment	имущество
/x/	essential information	нужные сведения
/x/	final inspection	завершающий осмотр
/x/	fire power	огневая мощь
/x/	fire support	подразделение огневой поддержки
/x/	flexibility	гибкость
/x/	forward observer	передовой наблюдатель

Crit	English	Target Language: RUSSIAN
/ /	holding actions	сдерживающие действия
/x/	initial planning	предварительное планирование
/x/	installation	сооружение
/x/	intelligence	разведка
/x/	leader's reconnaissance	разведка начальника
/x/	main action group	группа главного удара
/ /	maximum	максимальный
/x/	maximum intelligence	максимальная разведка
/x/	medical personnel	медицинский персонал
/ /	minimum	минимальный
/x/	mock-up	макет
/x/	movement	передвижение
/x/	neutralize the objective	подавлять огнем рубежа
/x/	neutralizing fire	огонь на подавление
/ /	objective	пубеж, цель
/x/	objective area	район цели

Crit	English	Target Language: RUSSIAN
/x/	objective rallying point	сборный пункт рубежа
/x/	organization	организация
/x/	overcome resistance	предолевать
/x/	patrol headquarters	штаб, "патрульный штаб"
/ /	personnel or equipment	живая сила или техника
/ /	photograph	снимок
/x/	post-assault rallying point	сборный пунка после атаки
/x/	preparation	подготовка
/x/	prisoner	пленный,военнопленный
/x/	propaganda	пропаганда
/x/	psychological operations	психологическая операция
/x/	purpose of a raid	цель поиска
/x/	radar site	радиолокационная станция
/x/	radio operator	радист
/x/	raid	поиск
/x/	rapid disengagement	быстродействующий отрыв от
/x/	raid force	отряд для поиска
/x/	raid force commander	начальник поисковой группы
/x/	raid patrol	поискавая группа
/x/	raiding party	поисковая группа
/x/	rallying point	сборный пункт
/x/	rapid withdrawal	быстрый выход
/x/	rear guard	арьергард
/x/	reconnaissance	разведка
/ /	reconnoiter	производить
/x/	recover	сбор и эвакуация
/x/	rehearsal	репитеция
/x/	rehearsal	тренировочное учение
/x/	rendezvous	сбор
/x/	rendezvous point	сборный пункт
/x/	reprisal	репрессалия
/x/	return route	обратный маршрут
/x/	route reconnaissance	разведка маршрута

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LPM Vocabulary Indices for TSO No. 11B.SF / C.8.01 / RU

Crit	English	Target Language: RUSSIAN
☐	rural population	сельское население
☐	sand table	ящик с песком
☒	secret movement	скрытное передвижение
☒	secrecy	скрытность
☒	secure the objective	захватывать рубеж
☒	security element	охраняющее подранделение
☒	sentry	часовой
☐	separate group	отдельная группа
☐	sketches	кроки
☒	special purpose team	команда особого назначения
☒	special task details	части особого назначения
☐	sunset	заход солнца
☒	supply route	путь подвоза
☒	supporting fire	огневая поддержка
☒	surprise attack	внезапное нападение
☒	tactical reconnaissance	войсковая разведка
☐	take out sentries	снять часовых

Crit	English	Target Language: RUSSIAN
☒	target	цель
☒	terrain	местность
☒	test fire	испытание проверки стрельбой
☐	troop morale	морально-боевой дух
☒	violence of action	ожесточенность
☐	vulnerable	уязвимый
☒	warning	предупреждение
☒	withdraw	отходить из боя
☐		
☐		
☐		
☐		
☐		
☐		
☐		
☐		
☐		

TSO Map

TSO 11B.SF / C.8.01 / RU

M.01

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 (6) 7 8 9 10

SEQUENCE TYPE

- [x] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [x] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8 / 1-4

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See TSO 11B.SF/C.8.01/RU: T.04

Technical Documents: FM 21-75 Combat Tranining of the Individual Soldier and Patrolling

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

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ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.1.1/3.4/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7
Explain evaluation
2.8/2.5.1/2.5.2/3.2.1/3.2.2

DEVELOPING THE SUBJECT
Identify/define main points
1.1/1.1/3.10.1
Explain/support main points
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6

CONCLUDING THE LESSON
Recall main points
1.1/1.2/2.3.1/2.3.2
Recommend courses of action
2.6/2.8/3.10.1/4.1/4.4/4.6/4.7

PROVIDE COMMUNICATIVE GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

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TERMINAL SKILL OBJECTIVE

XI-SO

No. 11B.SF / C.8.02 / RU

DOCUMENTATION: Interview/Survey Data: DLI Work Unit 35114
Task Analysis, 10th SFG, Ft. Devens
IMA SC 720E, Dec. 75, Raids and Ambushes
FM 21-75 Combat Train. of Indiv. Soldier & Patrolling

COMMUNICATIVE TASK

COMPONENTS	
Role	Instructor
Com Act	Teaches
Audience	Group/Individual
Topics	Patrols
Purpose	Training patrol leaders

STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Russian language in a face-to-face situation on a group or individual basis how to organize patrols by: (1) describing the components of patrol organization, (2) organizing a group into a patrol unit, and (3) demonstrating the procedures for carrying out a patrol exercise for the purpose of training patrol leaders.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
3 hours	20 min.
Materials/Equipment	Materials/Equipment
dictionary, technical terms, FM 21-75	chalkboard, chalk, 1-5 persons as trainees

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will present his "lesson" on patrols. Evaluation will be based on communication of the message as described in Functions (T.03) and Vocabulary (T.04). The student will answer questions from the trainees during the presentation.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	__ military
x 2.0 Intell Att	__ technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

TSO No. 118.SF / C.8.02 / RU

TSO

EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
			The student will greet the trainees 5.1 greet 5.5.1 introduce oneself
The student describes the two kinds of patrols, the organization of the patrol types, and how to plan the patrol.		1.1 identify 1.2 state factual information	
Organization of Patrols	организация патрулей		
There are two kinds of patrols. The reconnaissance patrol and the combat patrol. The reconnaissance patrol has a general organization. It has a	разведывательный дозор боевой патруль общая организация		The student will gain attention, motivate, and state the learning objectives of patrol organization.
patrol headquarters	патрульный штаб		
reconnaissance element	разведывательное подразделение		
security element	охраняющее подразделение	2.5.1 capability	Refer to EO C.8-1
The reconnaissance and security elements can be further subdivided into teams for special purposes. These teams carry out assignments unique to the situation.	части особого назначения команда, выполнять, задача обстановка	1.2 state factual information	
Combat patrols have a different general organization. Besides the security element and the patrol headquarters, the combat patrol has two other elements. The combat patrol is made up of:		1.2 state factual information 1.1 identify	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
patrol headquarters assault element security element support element	патрульный штаб подразделение первого эшелона охраняющее подразделение подразделение материально-технического и медицинского обеспечения		The student will be able to provide simple definitions of technical terms, give examples and non-examples, and make comparisons.
The elements of a combat patrol can be subdivided into assault teams, security teams, and support teams.		2.5.1 capability 2.4 possibility	
Special purpose teams may also be organized for the combat patrol. The demolition team is one example of a special purpose team. Special purpose teams can be assigned either to patrol headquarters or to the particular element that supports their function.	команда первого эшелона охраняющяя команда команда материально-технического и медицинского обеспечения команда особого назначения подрывная команда	1.1 identify 1.2 state factual information 1.2 Report	Refer to EO C.8-2

TSO No. 11B.SF / C.8.02 / RU

TSO

EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Planning a Patrol	патрулирования планирование патруля		Refer to EO C.8-2
There are twelve steps in conducting a successful patrol. You must consider them all. Accomplish those that are necessary to your mission.	задача, боевая задача	1.1 identify 2.8 obligation	
1. Study the mission. When you are given a mission study it carefully. Listen to instructions, information, and guidance. The objective, time to prepare, terrain, weather, and all factors that influence or could influence the outcome of the patrol.	проанализировать задачу обращайте внимание на: распоряжения сведения руководство	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands	
2. Plan use of time. Use reverse planning start with the time of the last action for a which a time is specified. Work backwards until you initiate the mission. This will allow for the best schedule.	планировать использование времени регрессивное планирование расписание	4.6 directions/ instructions/ commands 1.1 identify 1.2 state factual information	
3. Study terrain and situation. This crucial for cover, speed, and communications.	проанализировать местность и обстановку		
4. Organize the patrol. This includes elements,	сорганизировать патруль		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
teams, individuals, weapons, equipment, water, and food.	команда, военнослужащи оружие, имущество, вода, пища		
5. Select men, weapons, and equipment. After you have an organizational plan, select the men and equipment according to that plan.	отобрать личный состав, оружие,	1.2 state factual information 4.6 directions/ instructions/ commands	
6. Issue a warning order. This order will alert patrol members and give them time to get ready. Tell them only what they need to know to prepare.	отдать предварительный приказ	1.2 state factual information 4.6 directions/ instructions/ commands	The student will treat each of the twelve steps in "Planning a Patrol" as a main point as described in EO C.8-2.
7. Coordinate. Coordination is continuous. It is done throughout the planning, preparation, and conduct of the patrol.	координировать, согласовывать планирование, подготовка, управление		
8. Make reconnaissance. Any time you are able to make a visual reconnaisssance, you can get confirmation of information. Rallying points, points of departure, and routes can be checked.	провести разведку пункт сбора маршрут	1.2 state factual information 4.6 directions/ instructions/ commands	
9. Complete detailed plans. During this time you develop your tentative plan into a detailed plan.	довести до конца детальный план	1.2 state factual information 4.6 directions/ instructions/ commands	

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■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
10. Issue patrol order. This order is completely laid out in TSO 11B.SF/C.8.03/RU.	отдать приказ по разведывательному дозору		
11. Supervise, inspect, rehearse. These things are necessary for adequate preparation. Inspections determine the physical and mental readiness of the men. Rehearsals help insure the operational proficiency of the patrols.	контролировать, проверять, проводить тренировочное учение тренировочное учение	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands	
12. Execute the mission. This is the last step. During the execution of the patrol, you must think about:	выполнять задачу	1.1 identify	
control	управление		
departure and re-entry	отправление и возвращение	2.8 obligation	The student will conclude the lesson on patrol organization according to the steps in EO C.8-3
avoiding discovery	избежание обнаруживания		
navigation	навигация , ориентировка		
actions at the danger area	действия в районе опасности		
security	обеспечение , охранение		
use of radios	радио		
infiltration and exfiltration	просачивание, инфильтрация и эксфильтрация		
patrol bases	подразделения, обеспечивающие действия дозора		
reporting	донесение		

XI-55

LPM Functional Indices for "Teaches"

XI-56

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes	2.3.1 remembering	3.1.1 pleasure/liking	4.1 suggests		6.1.2 acknowledge interruptions
1.2 state factual information	2.3.2 forgetting	3.1.2 forgetting	4.2 requests		6.2 sequence communication
	2.4.1 possibility	3.2.1 satisfaction	4.5 warnings		6.3 refocus and/or adjust communication
	2.4.2 impossibility	3.2.2 dissatisfaction	4.7 corrections		6.9 request questions and/or comments
	2.5.1 capability	3.3.1 fear			
	2.5.2 incapability	3.3.2 worry			
	2.6 need	3.7 intention			
	2.8 obligation	3.9.1 approval			
	2.12.2 ease	3.9.2 disapproval			
	2.13 belief/opinion	3.10.1 importance			
		3.10.2 unimportance/ indifference			

LPM Vocabulary Indices for TSO No. 11B SF / C 8 02 / RU

Crit	English	Target Language: RUSSIAN
☒	ambush	засада
☒	ambush SOP	постоянный порядок действий при засаде
☐	analysis	анализ
☐	analyze	проанализировать
☒	area reconnaissance	разведка района
☒	arms	оружие
☒	assault	атака
☒	assault element	подразделение первого эшелона
☒	assault team	команда первого эшелона
☒	challenge and reply	пароль и отзыв
☒	combat patrol	боевой патруль, поисковая группа
☒	combat ready	готовый к бою
☒	command status	порядок подчиненности
☐	commander's concept of operation	замысел камандира на проведение операции
☒	concealment	маскировка
☒	concept of operation	замысел действий
☒	contact	соприкосновение

Crit	English	Target Language: RUSSIAN
☒	coordinate	согласовывать, координировать
☒	cover a flank	прикрывать фланг
☒	danger area	опасный район
☒	demolition team	подрывная команда
☐	economy of forces	экономия сил и средств
☒	equipment	снаряжение
☒	execute	выполнять
☒	fire discipline	дисциплина огня
☐	general staff	общая часть штаба
☒	initial plan	предварительное планирование
☒	initial rallying point	место сбора подразделения
☒	inspect	осматривать, проверять
☐	key point (tactical)	важный пункт
☒	light discipline	дисциплина света
☒	make reconnaissance	провести разведку
☒	mission	задача
☒	night patrol	ночной патруль
☒	noise discipline	дисциплина шума

Crit	English	Target Language: RUSSIAN
☒	order	приказ
☒	organization	организация
☒	organize	организовывать
☒	overhead cover	укрытие лт навесного огня
☒	patrol headquarters	патрульный штаб
☒	personnel	личный состав
☒	plan	запланировать, планировать
☒	point of contact	место соприкосновения
☒	point reconnaissance	разведка пункта
☐	POW collecting point	пункт сбора военнопленных
☒	preassault plan	планирование десанта
☒	provide security	обеспечивать охранение
☐	proword (radio)	условное слово
☒	raid	поиск
☒	reconnaissance	разведка
☒	reconnaissance element	разведывательное подразделение
☒	reconnaissance patrol	разведывательный дозор

Crit	English	Target Language: RUSSIAN
☒	rehearse	проводить перенировочные учения
☒	reverse planning	регрессивное планирование
☒	route reconnaissance	разведка маршрута
☒	security	обеспечение, безопасность
☒	security element	охраняющее подразделение
☐	security officer	офицер обеспечения безопасности
☒	security team	охраняющая команда
☐	select	отобрать
☒	situation	обстановка
☒	special purpose team	команда особого назначения
☐	squad	отделение
☒	supervise	контролировать
☒	support	поддержка
☒	support element	подразделение материально-технического и медицинского обеспечения
☒	support team	команда материально-технического и медицинского обеспечения

LPM Vocabulary Indices for TSO No. 11B.SF / C.8.02 / RU

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
☒	target of opportunity	внезапно выявленная цель, выгодная, внезапно обнаруженная, цель	☐		
☒	terrain	местность	☐		
☒	time	время	☐		
☒	training program	программа боевой подготовки	☐		
☒	warning order	предварительное распоряжение	☐		
☐			☐		
☐			☐		
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☐			☐		
☐			☐		
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TSO Map

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M.01

XI-60

RECOMMENDED TRAINING SEQUENCE

NA 1 2 (3) 4 5 6 7 8 9 10

SEQUENCE TYPE

- [X] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [X] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8/1-4

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See TSO 11B.SF/C.8.02/RU

Technical Documents: FM 21-75 Combat Training of the Individual Soldier and Patrolling

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.1.1/3.4/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7
Explain evaluation
2.8/2.5.1/2.5.2/3.2.1/3.2.2

DEVELOPING THE SUBJECT
Identify/define main points
1.1/1.1/3.10.1
Explain/support main points
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6

CONCLUDING THE LESSON
Recall main points
1.1/1.2/2.3.1/2.3.2
Recommend courses of action
2.6/2.8/3.10.1/4.1/4.4/4.6/4.7

PROVIDE COMMUNICATIVE GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

TERMINAL SKILL OBJECTIVE

No. 11B.SF / C.8.03 / RU

DOCUMENTATION: Interview/Survey Data: DLI Work Unit 35114
Task Analysis, 10th SFG, Ft. Devens
IMA SC 720E, Dec. 75, Raids and Ambushes
FM 21-75 Combat Train. of Indiv. Soldier & Patrolling

COMMUNICATIVE TASK

COMPONENTS	
Role	Instructor
Com Act	Teaches
Audience	Group/Individual
Topics	Patrol order
Purpose	Training patrol leaders

STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Russian language in a face-to-face situation on a group or individual basis how to construct a patrol order by: (1) describing the components and functions of a patrol order, and (2) demonstrating the issuing of a proper patrol order for the purpose of training patrol leaders.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
2 hours	15 min.
Materials/Equipment	Materials/Equipment
dictionary, technical terms, FM 21-75	chalkboard, chalk, 1-5 persons as trainees

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
X colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will demonstrate the giving of a patrol order and correctly answer at least two questions on each step. Communicative performance is based on T.03 and T.04. The student will answer questions during the presentation.

LPM INDICES

Functions	Vocabulary
X 1.0 Fact Info	X military
X 2.0 Intell Att	__ technical
__ 3.0 Emo Att	__ other ___
X 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors		COMMENTS Culture/References/Supplements
The student will describe the various components of the patrol order. This will be done from the standpoint of needs of Special Forces.	войска специального назначения			The student will greet the learner 5.1 5.5.1 introduce oneself
PATROL ORDER	приказ по разведывательному дозору			The student will gain attention, motivate, and state the learning objectives of patrol orders according to the steps in EO C.8-1.
Situation	обстановка	1.1 1.2	identify state factual information	
The actual situation will be described in terms of enemy forces, friendly forces, and attachments and detachments.	текущая обстановка противник, свои войска, средства усилия и переподчинения	4.6	directions/ instructions/ commands	
Enemy forces. Enemy forces include:	противник			
weather	погода			*Although not technically considered under the rubric of enemy forces, the following must be considered in planning identification composition disposition movement strength capabilities morale
terrain	местность			
identification	опознание			
location	местоположение			
activity	действие			
strength	численность			
Friendly forces. Friendly forces cover the following topics:	свои войска	1.1 1.2	identify state factual information	
mission of the next highest unit	задача высшего подразделения	4.6	directions/ instructions/ commands	
location and planned actions of units on the right and on the left	местоположение и запланированные действия других подразделений (направо и налево)			

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
available fire support	имеющаяся в наличии огневая поддержка		
missions and routes of other patrols	задачи и маршруты других патрулей	1.1 identify 1.2 state factual information	Other patrols may or may not be discussed due to classification.
Attachments and detachments. These briefings consist of the special elements and structure required of the patrol.	средства усилия и переподчинения	4.6 directions/ instructions/ commands	
Mission What the patrol will be doing and the location or area.	задача		
Execution	выполнение задачи		What the patrol will be doing and the location or area will always be presented in terms of "mission accomplishment."
Concept of the operation. These are:	задачи частям и подразделениям замысел действий		
the overall plan	общий план	1.1 identify	
mission elements	подразделение	1.2 state factual information	
mission teams	команда		
individuals	боец, солцы	4.6 directions/ instructions/ commands	
Other missions not in the objective area for elements, teams, and individuals.	другие задачи не в районе рубежа		
These include such things as:			
navigation	навигация, ориентировка		
security during movement	походное охранение		
security during halts			

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Coordinating instructions. These should always give the following:	распоряжения по взаимодействию	1.1 identify 1.2 state factual information 4.6 directions/ instructions commands	The student must be able to provide simple definitions for technical terms, give examples and non-examples, and make comparisons.
time of departure	время убытия		
time of return	время возвращения		
primary and alternate routes	первичный и запасной маршруты		
departure and return into friendly areas	отправление и возвращение в свой район		
organization for movement	организация передвижения		Refer to EO C.8-2 for presentation of content in the Task Scenario
actions at danger areas	действия в районе опасности		
rallying points and actions at the rallying points	пункты сбора и действия в пунктах сбора		
actions in the objective area	действия в районе рубежа		
debriefing	опрос после задания		
other actions	другие действия		
rehearsals and inspections	тренировочные учения и осмотры		
Administration and Logistics.	распоряжения по тылу		
Rations	паек	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands	
Arms and ammunition	оружие и боеприпасы		
Uniform and equipment	обмундирование и имущество		

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■ TSO

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NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Method of handling wounded and prisoners	метод управления ранеными и военнопленными		
Command and Signal	управления и связь		
Signal. The types of communication are	связь		
internal and external. They are:	внутренняя внешняя	1.1 identify 1.2 state factual information 4,6 directions/ instructions/ commands	
signals to be used within the patrol			
communication with higher headquarters	связь с штабом		
radio callsigns radio procedures frequencies codes	позывной порядок радиосвязи частота код		
challenge and password	запрос и пропуск / пароль и отзыв		
Command. This final part of the order	командование		
will give the:			
chain of command	командные инстанции		The chain of command includes the delegation of authority on the patrol
location of leaders at various times --movement, at danger areas, at the objective.	местонахождение начальников районы опасности рубеж передвижение		The student will conclude the lesson according to EO C.8-3.

XI-65

LPM Functional Indices for "Teaches"

XI-66

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes	2.3.1 remembering	3.1.1 pleasure/liking	4.1 suggests		6.1.2 acknowledge interruptions
1.2 state factual information	2.3.2 forgetting	3.1.2 forgetting	4.2 requests		6.2 sequence communication
	2.4.1 possibility	3.2.1 satisfaction	4.5 warnings		6.3 refocus and/or adjust communication
	2.4.2 impossibility	3.2.2 dissatisfaction	4.7 corrections		6.9 request questions and/or comments
	2.5.1 capability	3.3.1 fear			
	2.5.2 incapability	3.3.2 worry			
	2.6 need	3.7 intention			
	2.8 obligation	3.9.1 approval			
	2.12.2 ease	3.9.2 disapproval			
	2.13 belief/opinion	3.10.1 importance			
		3.10.2 unimportance/ indifference			

LPM Vocabulary Indices for TSO No. 11B.SF / C.8.03 / RU

Crit	English	Target Language: RUSSIAN
[x]	activity	действие
[ ]	actual situation	текущая обстановка
[x]	administration and logistics	распоряжения по тылу
[x]	alternate route	запасной маршрут
[x]	arms and ammunition	оружие и боеприпасы
[x]	attachments and detachments	средства усилия и переподчинения
[ ]	available	имеющийся в наличии
[x]	callsign	позывной
[x]	chain of command	командные инстанции
[x]	challenge and password	пароль и отзыв, запрос и пропуск
[x]	command	командавание
[x]	command and signal	управление и связь
[x]	coordinating instructions	распоряжения по взаимодействию
[x]	danger area	район опасности
[x]	debriefing	опрос после задания
[x]	departure	отправление
[x]	element	подразделение
[x]	enemy forces	противник
[x]	external	внешний
[x]	fire support	огневая поддержка
[x]	friendly forces	свои войска
[ ]	halt	приостановка продвижения
[ ]	headquarters	штаб
[x]	identification	опознание
[x]	individual	боец
[x]	inspection	осмотр
[x]	internal	внутренний
[x]	leader	начальник
[x]	location	местонахождение
[ ]	method	метод
[x]	mission	задача
[x]	movement	передвижение
[x]	navigation	навигация , ориентировка
[x]	objective area	район рубежа

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Crit	English	Target Language: RUSSIAN
☒	organization of movement	организация передвижения
☒	overall plan	общий план
☒	patrol order	приказ по разведывательному дозору
☒	patrol	патруль
☐	primary	первичный
☒	prisoner	пленный, военнопленный
☒	radio procedures	порядак радиосвязи
☒	rations	паек
☒	rehearsal	тренировочное учение
☒	return	возвращение
☒	route	маршрут
☒	situation	обстановка
☒	Special Forces	войска специального назначения
☒	strength	численность
☒	team	команда
☒	terrain	местность
☒	time of departure	время убытия
☒	time of return	время возвращения
☒	uniform and equipment	обмундирование и имущество
☒	weather	погода
☒	wounded	раненый
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TSO Map

TSO 11B.SF / C.8.03 / RU

M.01

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 (4) 5 6 7 8 9 10

SEQUENCE TYPE

- [XX] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [XX] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8 / 1-4

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See TSO 11B.SF/C.8.03/RU: T.04

Technical Documents: FM 21-75 Combat Training of the Individual Soldier and Patrolling

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

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ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.1.1/3.4/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7
Explain evaluation
2.8/2.5.1/2.5.2/3.2.1/3.2.2

DEVELOPING THE SUBJECT
Identify/define main points
1.1/1.1/3.10.1
Explain/support main points
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6

CONCLUDING THE LESSON
Recall main points
1.1/1.2/2.3.1/2.3.2
Recommend courses of action
2.6/2.8/3.10.1/4.1/4.4/4.6/4.7

PROVIDE COMMUNICATIVE GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

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TERMINAL SKILL OBJECTIVE

No. 11B.SF / C.8.04 / RU

DOCUMENTATION: Interview/Survey Data: DLI Work Unit 35114
Task Analysis, 10th SFG, Ft. Devens
IMA SC 720E, Dec. 75, Raids and Ambushes
FM 21-75 Combat Train. of Indiv. Soldier & Patrolling

COMMUNICATIVE TASK

COMPONENTS	
Role	Instructor
Com Act	Teaches
Audience	Group/Individual
Topics	Ambushes
Purpose	Ambush tactics

STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Russian language in a face-to-face situation on a group or individual basis how to conduct ambushes by: describing the three (3) types of ambushes and the appropriate actions required for each for the purpose of training personnel in the application of ambush techniques.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
3 hours	20 min.
Materials/Equipment	Materials/Equipment
dictionary, technical terms, FM 21-75	chalkboard, chalk, 1-5 persons as trainees

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will present his "lesson" on ambushes. Evaluation will be based on communication of the message as described in Functions (T.03) and Vocabulary (T.04). The student will answer questions during the presentation.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	x military
x 2.0 Intell Att	__ technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

TSO No. 11B.SF / C.8.04 / RU

TSO

EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
			The student will greet the trainees. 5.1 greet 5.5.1 introduce oneself
AMBUSH			
The student will instruct others in the different types of ambushes.**********			
The ambush is a surprise attack against an enemy force or installation.		1.1 identify 1.2 state factual information	The student will gain attention, provide for motivation, and state the lesson objectives according to the steps in EO C.8-1.
It is a method used by patrols in all kinds of military actions. It consists of a surprise attack against the enemy with the purpose of :	Засада -- метод ведения разведки взводом во всех видах боевых действий. Заключается во внезапном нападении на противника с целью		Refer to EO C.8-2.
destruction	его уничтожения		The student must be able to define the various types of ambushes in simple terms, give examples and non-examples of ambushes, and make comparisons.
seize prisoners	захвата пленных		
documents	документов		
arms	образцов вооружения		
equipment	боевой техники		
The ambush is formed around the most probable path of the enemy's movement. The force is organized (placed) so that	Засада организуются на наиболее вероятных направлениях движения противника в местах,		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
a surprise attack is assured. The success of the ambush depends on secrecy, positioning, well-aimed fire, decisiveness, personnel self-control, and skillful actions.	где обеспечивается внезапность нападения на него. Успех засады зависит от скрытности ее расположения, готовности к ведению меткого огня, решительности, выдержки всего личного состава и умелых действий.	1.2 state factual information 4.6 directions/ instructions/ commands 4.5 warnings	
Types of Ambushes		1.1 identify 1.2 state factual information	
Point Ambush This ambush uses the entire force to support the killing zone.	засада с одним пунктом наступления зона поражения, зона обстрела		The killing zone is that section of the area being shelled by actual fire участок местности, обстреливаемый действительным огнем
Area Ambush The area ambush places its forces at several points to ensure that the enemy does not escape through alternate escape routes.	засада с несколькими пунктами наступления	1.1 identify 1.2 state factual information	
Deliberate Ambush The deliberate ambush is carried out against a specific target with detailed planning and intelligence.	заблаговременная засада цель	1.1 identify 1.2 state factual information	

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■ TSO

□ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Ambush of Opportunity The ambush of opportunity has some intelligence available. The ambush force is organized and has rehearsals for several possible targets.	засада удобного случая внеплановая засада	1.1 identify 1.2 state factual information	
Hasty Ambush The hasty ambush is like an immediate action drill. This ambush is carried out when unexpected contact with the enemy is made.	поспешная засада автоматизм мгновенного действия выполнять	1.1 identify 1.2 state factual information	добиваться автоматизма мгновенного действия
Destruction Ambush The ambush force assaults into the killing zone to engage the target and destroy it.	засада уничтожения	1.1 identify 1.2 state factual information	
Harassing ambush The attack is by fire only. The force does not enter the killing zone.	беспокоящая засада	1.1 identify 1.2 state factual information	
Near Ambush The ambush force is within 40 meters of	близкая засада	1.1 identify 1.2 state factual information	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
the killing zone. This means that the ambush patrol is within handgrenade range.	ручная граната		
Far Ambush The ambush force is outside of handgrenade range. It is beyond 40 meters, the distance a soldier can throw a handgrenade.	далекая засада сорок метров	1.1 identify 1.2 state factual information	
The student will explain the tactics of point and area ambushes according to the principles developed in Task 11B.SF/C.8.02/RU Patrols, 11B.SF/C.8.01/RU Raids, and 11B.SF/C.8.03/RU Patrol Order.			The student will conclude the lesson in accordance with EO C.8-3.

LPM Functional Indices for "Teaches"

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes	2.3.1 remembering	3.1.1 pleasure/liking	4.1 suggests		6.1.2 acknowledge interruptions
1.2 state factual information	2.3.2 forgetting	3.1.2 forgetting	4.2 requests		6.2 sequence communication
	2.4.1 possibility	3.2.1 satisfaction	4.5 warnings		6.3 refocus and/or adjust communication
	2.4.2 impossibility	3.2.2 dissatisfaction	4.7 corrections		6.9 request questions and/or comments
	2.5.1 capability	3.3.1 fear			
	2.5.2 incapability	3.3.2 worry			
	2.6 need	3.7 intention			
	2.8 obligation	3.9.1 approval			
	2.12.2 ease	3.9.2 disapproval			
	2.13 belief/opinion	3.10.1 importance			
		3.10.2 unimportance/ indifference			

LPM Vocabulary Indices for TSO No. 11B.SF / C.8.04 / RU

Crit	English	Target Language: RUSSIAN
X	area ambush	засада с несколькими пунктами наступления
X	arms	образцы вооружения
X	ambush	засада
X	ambush of opportunity	засада удобного случая, внеплановая засада
X	carry out	выполнять
X	decisiveness	решительность
X	deliberate ambush	заблаговременная засада
X	destruction	уничтожение
X	destructive ambush	засада уничтожения
X	documents	документы
X	enemy	противник
X	equipment	боевая техника, снаряжение
X	far ambush	далекая засада
X	forty	сорок
X	handgrenade	ручная граната
X	harassing ambush	беспокоящая засада
X	hasty ambush	поспешная засада

Crit	English	Target Language: RUSSIAN
X	immediate action drill	автоматизм мгновенного действия
X	killing zone	зона поражения, зона обстрела
X	meter	метр
X	military actions	боевые действия
X	near ambush	близкая засада
X	objective area	район цели
X	point ambush	засада с одним пунктом наступления
X	positioning	расположение
X	rallying point	сборный пункт
X	secrecy	скрытность
X	seize prisoners	захватывать пленных
X	self-control	выдержка
X	skillful actions	умелые действия
X	surprise attack	внезапное нападение
X	target	цель
X	well-aimed fire	мёткий огонь

TSO Map

TSO 11B.SF / C.8.04 / RU

M.01

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 (5) 6 7 8 9 10

SEQUENCE TYPE

- [X] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [X] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8/ 1-4

Functions Catalog: Russian

Roiebooks: Instructor (Russian)

Special Vocabulary: See TSO 11B.SF/C.8.04/RU: T.04

Technical Documents: FM 21-75 Combat Training of the Individual Soldier and Patrolling

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.1.1/3.4/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7 Explain evaluation 2.8/2.5.1/2.5.2/3.2.1/3.2.2	PROVIDE COMMUNICATIVE GUIDANCE Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7
DEVELOPING THE SUBJECT Identify/define main points 1.1/1.1/3.10.1 Explain/support main points 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6	
CONCLUDING THE LESSON Recall main points 1.1/1.2/2.3.1/2.3.2 Recommend courses of action 2.6/2.8/3.10.1/4.1/4.4/4.6/4.7	

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ENABLING OBJECTIVE C.7.1 INTRODUCING THE DEMONSTRATION

RUSSIAN

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
INTRODUCING THE DEMONSTRATION		SALUTATION/INTRODUCTION - INCLUDE JOB TITLE
A. Gain attention		
The student will gain attention using the following functions:		The student should use the appropriate Rolebook as a Job Performance Aid in order to effect the proper style and register through a variety of specific role statements.
6.1.1 interrupt	6.1.1: 1/4/6	The student must have command of a number of stock phrases such as:
5.5.1 introduce oneself	5.5.1:	"May I have your attention, please."
3.7 express intention	3.7: 2/3/4/5/6/8	"If everyone is ready, let's get started."
6.2 sequence communication	6.2: 1/2/3/5/6	The student will employ with automatice fluency such instructional introductions as:
6.3 refocus or adjust communication	6.3: 2/4/7/8	"The objectives for this session are as follows."
B. Motivate		"There are three objectives for this lesson."
The student will motivate the aduience by pointing out how the learning will be relevant to their needs, meaningful to their job tasks, or in some other manner proven effective for the target audience. The student will use functions:		"At the end of this session, you should be able to do three things."
2.6 need	2.6: 1/2/3/4/7	"Given_____, you should be able to _____."
2.8 obligation	2.8: 2/3/4/5/7/9/10/11	
3.10.1 importance	3.10.1: 1-7	
4.1 suggest	4.1: 2/4/5/6/7/10 2/4-7/10	

ENABLING OBJECTIVE C.7-1 INTRODUCING THE DEMONSTRATION

RUSSIAN

SKILL DEVELOPMENT — LINGUISTIC KNOWLEDGES — COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
C. State learning objectives		
The student will state learning objectives in behavioral (what the learner will do) terms. S/he will use the following functions:		The student must be able to verbally state learning objectives in action hands-on terms in the target language.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
D. Provide overview of activities and/or procedures	1.3: 1-5	
The student will describe in order the events that will take place during the presentation or group activities. S/he will use functions:		This overview works as an "advanced organizer" for the steps and activities to be performed by the learner.
1.1 identify objects, persons, processes	1.1: 1/16	
1.2 state factual information	1.2: 1/2	
3.7 intention	3.7: 2/3/4/5/6/8	
6.2 sequence communication	6.2: 1/2/3/5/6	
E. Explain evaluation		
The student will describe the reason for evaluation, the process of finding out if the objectives can or cannot be performed by the aduience (learners). It is explained as an obligation on the part of the presenter and the learner.		The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening.
2.8 obligation	2.8: 2/3/4/5/7/9/10/11	
2.5.1 capability	2.5.1: 1/2/3-8/10-12	

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ENABLING OBJECTIVE C.7-1 INTRODUCING THE DEMONSTRATION

RUSSIAN

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.5.2 incapability	2.5.2: 1-9	
3.10.1 importance	3.10.1: 1-7	

ENABLING OBJECTIVE C.7-2 PROVIDING EXPLANATION

RUSSIAN

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "DEMONSTRATES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
PROVIDING EXPLANATION		
A. Issue warnings and cautions		
The student will point out any parts or procedures that could cause a safety hazard endangering health, equipment, or environment. S/he will use functions:		Safety is a required procedure.
4.5 warnings	4.5: 2-10	
2.4.1 possibility	2.4.1: 2/3/7/8	
B. Identify parts and label them		
The student will identify the various parts of equipment, tools, machinery, and the like, using simple sentence constructions as found in functions:		Training aids, labeled diagrams are often most helpful here.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
C. Identify steps in a procedure		
The student will list in order the steps in the procedure to be learned using functions:		
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
4.6 directions/instructions/commands	4.6: 1-5	
6.2 sequence communication	6.2: 1/2/3/5/6/7	

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ENABLING OBJECTIVE C.7-3 DEMONSTRATING

RUSSIAN

SKILL DEVELOPMENT — LINGUISTIC KNOWLEDGES — COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
DEMONSTRATING		
A. Make comments on modeled actions		
During the demonstration, performed by the student or one or more assistants, the student will point out critical things to remember, practice, or perform that ensure successful performance of the learning task. S/he will employ the following functions:		Throughout this task, functions 1.1 and 1.2 are used. The critical learning in this EO is the mastery of the other functions. Often the explanation and demonstration can be combined as one activity.
2.3.1 remembering	2.3.1: 1-11	
2.3.2 forgetting	2.3.2: 1-6/9/10	
2.6 need	2.6: 1/2/3/4/7	
3.10.1 importance	3.10.1: 1-7	
4.5 warnings	4.5: 2-10	
4.6 directions/instructions/commands	4.6: 1-5	
2.4.1 possibility	2.4.1: 1-13	
2.4.2 impossibility	2.4.2: 1-10	
B. Make comments on the procedures		
The student will point out the elements within each step of a procedure that are critical to successful performance. S/he will use functions:		
2.3.1 remembering	2.3.1: 1-11	

ENABLING OBJECTIVE C.7-3 DEMONSTRATING

RUSSIAN

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES . COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.3.2 forgetting	2.3.2: 1-6/9/10	
2.6 need	2.6: 1/2/3/4/7	
3.10.1 importance	3.10.1: 1-7	
4.5 warnings	4.5: 2-10	
4.6 directions/instructions/commands	4.6: 1-5	
2.4.1 possibility	2.4.1: 1-13	
2.4.2 impossibility	2.4.2: 1-10	

ENABLING OBJECTIVE C.7-4 SUPERVISING STUDENT PERFORMANCE

RUSSIAN

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
SUPERVISING STUDENT PERFORMANCE		
A. Answer questions		
The student will answer questions requesting information, clarification, or guidance by using functions:		Be sure to allot plenty of time for student practice.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
4.6 directions/instructions/commands	4.6: 1-5	
4.4 advice	4.4: 3-13	A checklist or step-by-step chart is a useful instructor tool during supervision.
4.7 corrections	4.7: 2-6/9/10	
B. Acknowledge emotional attitudes		
The student will verbally acknowledge his/her understanding of emotional attitudes on the part of the questioner using functions:		
3.1.1 pleasure/liking	3.1.1: 3-7	
3.1.2 displeasure/dislike	3.1.2: 1/5-8/11	
3.3.1 fear	3.3.1: 1-6	
3.3.2 worry	3.3.2: 1-7	
3.10.1 importance	3.10.1: 3-7	
3.10.2 unimportance/indifference	3.10.2: 1/4/5/6/8	

ENABLING OBJECTIVE C.7-4 SUPERVISING STUDENT PERFORMANCE

RUSSIAN

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
C. Provide supportive correction The student will make supportive corrections of learners' performance of the task using functions:		It is important to correct the learner in ways that build confidence.
3.2.1 satisfaction	3.2.1: 5-9/11-13	
4.1 suggestions	4.1: 2/4/5/6/7/10	
4.4 advice	4.4: 3-13	
4.7 corrections	4.7: 1-10	

ENABLING OBJECTIVE C.7-5 EVALUATING PERFORMANCE

RUSSIAN

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
EVALUATING PERFORMANCE		
A. Ask questions		
The student will ask questions for the purpose of obtaining responses from learners who are being evaluated. These questions can be requests for information or invitations for the learner to perform all or parts of the task. The student will use functions:		Require the student work independently. Use an evaluation checklist.
1.3 seek factual information	1.3: 1-5	Remember! Student performance is a measure of validity of instruction.
2.5.1 capability	2.5.1: 1-4/6/7/8/10/11/12	
2.11 awareness	2.11: 2	Usually instructor will ask student about error made such as:
B. Express approval/disapproval		"What function does that part have?"
The student will verbally express approval for correct responses or actions on the part of the learner. The student will use verbal expressions of disapproval only under extreme or unusual circumstances. S/he will use functions:		
3.9.1 approval	3.9.1: 1-5	Review basic content and essential steps.
3.9.2 disapproval	3.9.2: 1-4	Remotivate the learner.
C. Provide assessment		
The student will tell the learner how s/he did on the learning task. The student will point out satisfactory and unsatisfactory performance, and make supportive corrections using functions:		

ENABLING OBJECTIVE C.7-5 EVALUATING PERFORMANCE

RUSSIAN

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
3.2.1 satisfaction	3.2.1: 5-9/11-13	
3.2.2 dissatisfaction	3.2.2: 1/2/4-8	
4.7 corrections	4.7: 1-10	

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ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

RUSSIAN

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "DEMONSTRATES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
PROVIDING COMMUNICATIVE GUIDANCE		This EO is common to "BRIEFS", "DEMONSTRATES, and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.
A. Encourage questions		
The student will encourage questions during, after, or during and after the presentation. S/he will use:		A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.
6.9 request questions and/or comments	6.9: 1-4	
B. Answer questions		
The student will answer factual questions using functions:		Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual questions	1.2: 1/2	In thought and opinion questions, introductory phrases should be learned such as:
2.10.2 affirmation/confirmation	2.10.2: 1/4-7	"It is possible that..."
4.7 corrections	4.7: 1-10	"We found it can be done for the following reasons."
The student will answer questions requiring the expression of thoughts or opinions by using:		
2.4.1 possibility	2.4.1: 1-13	
2.4.2 impossibility	2.4.2: 1-10	
2.5.1 capability	2.5.1: 1-4/6-8/10-12	
2.5.2 incapability	2.5.2: 1-6	
2.12.1 difficulty	2.12.1: 1-3/6-10/12/14	

ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

RUSSIAN

SKILL DEVELOPMENT — LINGUISTIC KNOWLEDGES — COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease	2.12.2: 1-8	
2.13 belief/opinion	2.13: 1-12	
3.10.1 importance	3.10.1: 1-7	
3.10.2 unimportance/indifference	3.10.2: 1/4/5/6/8	
3.1.1 pleasure/liking	3.1.1: 3-7	
3.1.2 displeasure/dislike	3.1.2: 1/5-8/11	
3.6 preference	3.6: 1-5/8	
4.7 corrections	4.7: 1-10	
C. Acknowledge emotional attitudes		
The student will acknowledge emotional attitudes on the part of questioners using functions:		This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.
3.1.1 pleasuring/liking	3.1.1: 3-7	
3.1.2 displeasure/dislike	3.1.2: 1/5-8/11	
3.3.1 fear	3.3.1: 1-6	
3.3.2 worry	3.3.2: 1-7	
3.5 surprise	3.5: 2-11	
3.2.1 satisfaction	3.2.1: 5-9/11/13	
3.2.2 dissatisfaction	3.2.2: 1/2/4-8	

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ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

RUSSIAN

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 1-7	
3.10.2 unimportance/indifference	3.10.2: 1/4/5/6/8	
D. <u>Provide supportive correction; recommend; caution</u>		
The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:		This is also an area where human skills play a large part.
3.2.1 satisfaction	3.2.1: 5-9/11-13	
4.1 suggests	4.1: 2/4-7/10	
4.2 requests	4.2: 2/3/5/6/8/10-12/14/15	
4.5 warnings	4.5: 2-10	
4.7 corrections	4.7: 1-10	

ENABLING OBJECTIVE C.8-1 INTRODUCING THE SUBJECT

RUSSIAN

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
INTRODUCING THE SUBJECT A. Gain attention The student will gain attention using the following functions: 5.5.1 introduce oneself 6.1.1 interruption 3.7 express intention 6.2 sequence communicatton 6.3 refocus or adjust communication B. Motivate The student will motivate the audience by pointing out how the learning will be relevant to their needs, meaningful to their job tasks, or in some other manner proven effective for the target audience. The student will use functions: 2.6 need 2.8 obligation 3.1.1 liking 3.4 hope 4.1 suggest	5.5.1: 1/3 6.1.1: 1/4/6 3.7: 2-6/8 6.2: 1-3/5/6 6.3: 2/4/7/8 2.6: 1-4/7 2.8: 2-5/7/9-11 3.1.1: 1-6 3.4: 1/3 4.1: 2/4-7/10	Open with a saluation, greeting, and introduction. The student should use the appropriate Rolebook as a Job Performance Aid in order to effect the proper style and register through a variety of specific role statements. The student must have command of a number of stock phrases such as: "May I have your attention, please." "If everyone is ready, let's get started." The student will emplcy with automatic fluency such instructional introductions as: "The objectives for this session are as follows." "There are three objectives for this lesson." "At the end of this session, you should be able to do three things." "Given_____, you should be able to_____." The student must be able to verbally state learning objectives in action hands-on terms in the target language.

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SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1 1-7	
C. State learning objectives		
The student will state learning objectives in behavioral (what the learner will do) terms. S/he will use the following functions:		This overview works as an "advanced organizer" for the steps and activities to be performed by the learner.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
D. Provide overview of activities and/or procedures		
The student will describe in order the events that will take place duringthe presentation or group activities. S/he will use functions:		
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
3.7 intention	3.7: 3-5	
4.1 suggest	4.1: 2/4-7/10	
6.2 sequence communication	6.2: 1/2/3/5/6	
E. Explain evaluation		
The student will describe the reason for evaluation. The process of finding out, if the objectives can or cannot be performed by the audience (learners). It is explained as an obligation on the part of the presenter and the learner. S/he will use functions:		The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening.

ENABLING OBJECTIVE C.8.1 INTRODUCING THE SUBJECT

RUSSIAN

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.8 obligation	2.8 2-7	
2.5.1 capability	2.5.1: 1-4/6-8/10-12	
2.5.2 incapability	2.5.2: 1-6	
3.2.1 satisfaction	3.2.1: 5-9/11-13	
3.2.2 dissatisfaction	3.2.2: 1/2/4-8	

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ENABLING OBJECTIVE C.8-2 DEVELOPING THE SUBJECT (RUSSIAN)

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
DEVELOPING THE SUBJECT		
A. Identify/define main points		
The student will identify main points, define them, and give examples and non-examples. S/he will use functions:		EO S.3-2 INTRODUCING KEY TERMS is a supporting objective for this activity.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
3.10.1 importance	3.10.1: 1-7	
B. Explain and support main points		
The student will explain and support main points with statistics, quotes, analogies, and facts. The student will use functions:		This step requires much preparation. A checklist should be used to insure: .adequate support for the objectives or main points .meaningful activities on the part of the learner .explanations adequate for student understanding .clear-cut and logical organization
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
2.4.1 possibility	2.4.1: 1-13	
2.4.2 impossibility	2.4.2: 1-10	
2.5.1 capability	2.5.1: 1-4	
2.5.2 incapability	2.5.2: 1-6	
2.6 need	2.6: 1-4/7	
2.8 obligation	2.8: 2-7	

ENABLING OBJECTIVE C.8.2 DEVELOPING THE SUBJECT

RUSSIAN

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 1-7	
4.1 suggestions	4.1: 2/4-7/10	
4.5 warnings	4.5: 2-10	
4.6 directions/instructions/commands	4.6: 1-5	

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ENABLING OBJECTIVE C.8-3 CONCLUDING THE LESSON — RUSSIAN

SKILL DEVELOPMENT — LINGUISTIC KNOWLEDGES — COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CONCLUDING THE LESSON		
A. Recall main points		
The student will review basic content and essential actions. S/he will use functions:		The main points are recalled and summarized.
		Learner completes his/her notes.
1.1 identify objects, persons, processes	1.1: 1-15	
1.2 state factual information	1.2: 1/2	
2.3.1 remembering	2.3.1: 1-11	
2.3.2 forgetting	2.3.2: 1-6/9/10	
B. Recommend courses of action		
The student will recommend courses of action to be taken based on the content of the lesson. S/he will remotivate the learners. S/he will use functions:		The learner must fully realize the practical value of the lesson. This must become a personal value, on which s/he will base future actions.
2.6 need	2.6: 1-4/7	
2.8 obligation	2.8: 2-5/7/9-11	
3.10.1 importance	3.10.1: 1-7	
4.1 suggestions	4.1: 2/4-7/10	
4.7 correction	4.7: 2-6/9/10	
4.6 directions/instructions/commands	4.6: 1-5	
4.4 advice	4.4: 3-13	

ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE — RUSSIAN

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "TEACHES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
PROVIDING COMMUNICATIVE GUIDANCE		This EO is common to "BRIEFS", "DEMONSTRATES", and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.
A. Encourage questions		
The student will encourage questions during, after, or during and after the presentation. S/he will use:		A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.
6.9 request questions and/or comments	6.9: 1-4	
B. Answer questions		
The student will answer factual questions using functions:		Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual questions	1.2: 1/2	In thought and opinion questions, introductory phrases should be learned such as:
2.10.2 affirmation/confirmation	2.10.2: 1/4-7	"It is possible that..."
4.7 corrections	4.7: 1-10	"We found it can be done for the following reasons."
The student will answer questions requiring the expression of thoughts or opinions by using:		
2.4.1 possibility	2.4.1: 1-13	
2.4.2 impossibility	2.4.2: 1-10	
2.5.1 capability	2.5.1: 1-4/6-8/10-12	
2.5.2 incapability	2.5.2: 1-6	
2.12.1 difficulty	2.12.1: 1-3/6-10/12/14	

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ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE (RUSSIAN)

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "TEACHES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease	2.12.2: 1-8	
2.13 belief/opinion	2.13: 1-12	
3.10.1 importance	3.10.1: 1-7	
3.10.2 unimportance/indifference	3.10.2: 1/4-6/8	
3.1.1 pleasure/liking	3.1.1: 3-7	
3.1.2 displeasure/dislike	3.1.2: 1/5-8/11	
3.6 preference	3.6: 1-5/8	
4.7 corrections	4.7: 1-10	
C. <u>Acknowledge emotional attitudes</u>		
The student will acknowledge emotional attitudes on the part of questioners using functions:		This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.
3.1.1 pleasure/liking	3.1.1: 3-7	
3.1.2 displeasure/dislike	3.1.2: 1/5-8/11	
3.3.1 fear	3.3.1: 1-6	
3.3.2 worry	3.3.2: 1-7	
3.5 surprise	3.5: 2-11	
3.2.1 satisfaction	3.2.1: 5-9/11-13	
3.2.2 dissatisfaction	3.2.2: 1/2/4-8	

ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE

RUSSIAN

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "TEACHES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 1-7	
3.10.2 unimportance/indifference	3.10.2: 1/4/5/6/8	
D. Provide supportive correction; recommend; caution		
The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:		This is also an area where human skills play a large part.
3.2.1 satisfaction	3.2.1: 5-9/11-13	
4.1 suggests	4.1: 2/4-7/10	
4.2 requests	4.2: 2/3/5/6/8/10-12/14/15	
4.5 warnings	4.5: 2-10	
4.7 corrections	4.7: 1-10	

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